



Cambridge International AS Level

ENGLISH GENERAL PAPER

8021/22

Paper 2 Comprehension

October/November 2020

MARK SCHEME

Maximum Mark: 50

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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This document consists of **12** printed pages.

PUBLISHED**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Question	Answer	Marks
1(a)	<p>Considering <u>four</u> advantages, explain why Juno might choose to participate in Dancing Heaven.</p> <p>You should <u>not</u> refer to Help Me – I Can't Take Any More!</p> <p>Credit any four of the following points or any other valid material. (4 × 2)</p> <ul style="list-style-type: none"> • Juno would love the glamour of the show (1), being looked after by the most talented in their field/ being made up and dressed by the most talented. (1) • She would feel as if she had returned to her glory days (1) when her life was a glamorous whirlwind, unlike now. (1) • It would showcase her acting abilities better (1) so then offers might once again pour in. (1) • Previous winners of the show have ended up starring in award-winning theatre shows (in New York and London)/gone on to greater things. (1) She too might be offered similar opportunities/get the chance to be a star on stage (and screen) on both sides of the Atlantic. (1) • With this show ending in December (1), she will be able to do the January audition for the Hollywood film she would love to be in. (1) • She would be adding to/building on her existing creative skill set (1) by being taught how to dance in many different styles. (1) • She would be building on existing acting ability (1) to portray the story of the dance(s) to the audience. (1) • She thinks that she will make a good dancer (1) as she feels she has good rhythm/has an ear for music and is fit enough. (1) • She is so excited by the prospect (1) that she can't stop talking about it to Ingrid. (1) • It lasts much longer so she would have exposure over a much longer period (1) so would remain in viewers' and directors' memories longer. (1) • The final show is watched by the higher number of viewers (1) and she is guaranteed to feature in all episodes/that final. (1) • She would be able to see her children at Christmas (1) as the show finishes early enough in December (1), which would please her husband as he especially cherishes this family time. (1) • Her rivalry with former friend Davida might allow for reconciliation/provide controversy (1)/be an opportunity for revenge if Juno does better than her (1), thus building the drama/excitement for the viewers. (1) • She may be able to help her sister, Laya, fulfil her dream (1) of being in the studio audience. (1) 	8

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Question	Answer	Marks
1(b)	<p>Considering <u>only</u> the advantages, explain why Juno might choose to participate in Help Me – I Can't Take Any More!</p> <p>Answer in about 80 words using continuous prose</p> <p>You should not refer to Dancing Heaven.</p> <p>Credit any of the following 4 points or any other valid material.</p> <ul style="list-style-type: none"> • Juno is so grateful to Ingrid for finally finding her some more work she might not want to go against Ingrid's wishes, • especially as she has such a good reputation as an agent so would be hard to replace, • and Juno did not sound confident when Laya said that Juno was in charge of her destiny, not Ingrid. • Ingrid dangles the prospect of earning much more money which could be an important factor as she has hardly worked at all recently. • Each show is watched by a higher number of viewers so more people per episode would see her in it, raising her profile in a shorter time. • Ingrid thinks that it will enhance her image as an actor within the industry as she will be seen roughing it and disheveled so get more varied offers of work. • Even if she wins it, the filming schedule lasts only three months, so she would be out of circulation for less time/would earn more money for a shorter time commitment/may be able to spend more time with her husband and children. • She may be able to help her agent, Ingrid, fulfil her dream of doing a camel trek across the desert, since the filming will take place in the Sahara. • Previous winners have gone on to present daytime television programmes, so Juno may also find herself offered similar work in future. <p>Any relevant content above 80 words will not be credited.</p> <ul style="list-style-type: none"> • In assessing the answer award marks for a coherent appraisal, clearly expressed, of three or more relevant considerations that make use of analytical skills. See Level Table below. 	8

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Question	Answer			Marks
1(b)	Level	Mark(s)	Descriptors	
	4	7–8	<ul style="list-style-type: none"> • Capacity to interpret evidence and sustained ability to present relevant arguments, analysis and exemplification maintaining a strong focus on the main issues in the question. • Comprehensive approach demonstrating ability to identify and select relevant information, data, concepts and opinions and maintain a strong focus on the key issues. • Shows the ability to communicate clearly and accurately in a fluent and organised manner. 	
	3	5–6	<ul style="list-style-type: none"> • Moderate range of arguments, analysis and exemplification covering some of the main issues in the question. • Demonstrating some grasp of the nature of key issues but with a restricted range or a loss of focus leading to the inclusion of some irrelevant material. • Shows the ability to communicate clearly and accurately in a fluent and organised manner. 	
	2	3–4	<ul style="list-style-type: none"> • Limited analysis shown in a response consisting of mainly undeveloped material. • A modest range of selected points, perhaps some of which are irrelevant or incorrect. • Ability to convey meaning but with limited powers of expression with some errors in spelling, punctuation or grammar which impede the flow and hinder communication. 	
	1	1–2	<ul style="list-style-type: none"> • Some simple, mainly unexplained or undeveloped points or perhaps a very narrow range – with little interpretation or analysis and little development or exemplification. • Limited range, dubious choice showing restricted appreciation of key issues. • Ability to convey meaning but with limited powers of expression with some errors in spelling, punctuation or grammar which impede the flow and hinder communication. 	
	0	0	<ul style="list-style-type: none"> • A mark of zero should be awarded for no creditable content. 	

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Question	Answer	Marks
1(c)	<u>In about 20 words</u> for each, explain why Juno should not trust everything that is said to her by	
1(c)(i)	<p>Laya</p> <p>Credit any two of the following points or any other valid material.</p> <ul style="list-style-type: none"> • If she persuades Juno to do the dance show (1), she can be in the studio audience after all. (1) • She has admitted she is envious of Juno (1) so might not have her best interests at heart. (1) <p>Any relevant content above 20 words will not be credited.</p>	2
1(c)(ii)	<p>Ingrid</p> <p>Credit any two of the following points or any other valid material:</p> <ul style="list-style-type: none"> • As she gets a 20 per cent cut (1), she will push for Help Me – I Can't Take Any More to earn herself more money. (1) • She would love to ride a camel (1) so might back Help Me – I Can't Take Any More to make her dream come true. (1) • She is deliberately vague/claims the highest viewing figures in television for Help Me – I Can't take Any More (1) as this show isn't clearly the winner in this regard if voted out early. (1) <p>Any relevant content above 20 words will not be credited.</p>	2
1(c)(iii)	<p>Husband</p> <p>Credit any two of the following points or any other valid material:</p> <ul style="list-style-type: none"> • He has given her the illusion she can dance (1) because he never says anything negative about her. (1) • He might promote Dancing Heaven more (1) as it would mean maintaining the family Christmas he cherishes above all in the year. (1) <p>Any relevant content above 20 words will not be credited.</p>	2

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Question	Answer	Marks
1(d)	<p>In your opinion, should agents take 20 per cent of the income of the writers, painters, musicians or actors they represent? Justify your response.</p> <p>Credit any three of the following points or any other valid material.</p> <p>Yes</p> <ul style="list-style-type: none"> • They form links with the necessary decision-makers (1) which can take years of hard work. (1) • They have specialist knowledge about/experience in their field (1) that young creative people starting out in their chosen field of creativity will not have a clue about. (1) • Many creative people do not want to be bothered with business considerations (1) and do not have the required legal knowledge. (1) • Payment of a fee acknowledges that agents create/facilitate work opportunities/have contacts (1) which might not otherwise be accessible to the actor. (1) • Such fees are an incentive to work harder (1) and to gain well-paid roles for the client. (1) • Agents may be invaluable in handling unwanted (social) media attention (1), such as addressing rumours and any instances of scandal/poor behavior. (1) <p>No</p> <ul style="list-style-type: none"> • It is the talent of the creative person alone that makes the money (1) but an agent ends up taking a financial cut for the whole of that person's career. (1) • The creative person may have gained the knowledge to manage their own career (1) and want to manage their own career. (1) • It could be regarded as exploitative. (1) • The effort involved in accessing well-paid roles for those who are already stars will almost certainly be (far) less (1) than for those starting out in their careers (1), so the fees earned may be (hugely) disproportionate to the work done. (1) 	3

Question	Answer	Marks
2(a)	<p>Explain why the Great Pacific Garbage Patch is not really ‘an island of plastic’.</p> <p>Answer <u>using your own words</u> as far as possible.</p> <p>Credit any three of the following points.</p> <ul style="list-style-type: none"> • (It is made up of very) small pieces of plastic (1) which remain invisible in the water. (1) • The plastic varies in measurement/dimension (1) from substantial pieces (1) to those that can hardly be seen. (1) 	3
2(b)	<p>Describe the way Charles Moore came across the Great Pacific Garbage Patch</p> <p>Credit one of the following points.</p> <ul style="list-style-type: none"> • While <u>sailing</u> from Hawaii to southern California (1) he stumbled upon it. (1) 	1
2(c)	<p>Outline <u>two</u> features of a gyre.</p> <p>Answer <u>in about 20 words</u>.</p> <p>Credit any two of the following points.</p> <ul style="list-style-type: none"> • It is a wind-driven current (1) moving in a circular pattern (1) in ocean basins (between continents) (1), pushing water towards the centre. (1) <p>Any relevant content above 20 words will not be credited.</p>	2
2(d)	<p>Identify the implication for other oceans of the existence of the gyre in the Pacific</p> <p>Credit one of the following points.</p> <ul style="list-style-type: none"> • That there are many/other gyres/garbage patches (1) as all of the world’s oceans must have circular currents like these. (1) 	1

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Question	Answer	Marks
2(e)	With regards to Charles Moore and Dr. White’s team,	
2(e)(i)	state the similar technique they both used. <ul style="list-style-type: none"> • They both <u>towed</u> nets/nets were <u>behind</u> their boats. (1) 	1
2(e)(ii)	identify the differences in their findings and subsequent statements. Credit any three of the following points. <ul style="list-style-type: none"> • Moore found that the mass ratio of plastic to plankton was an astonishing 6:1(1). • He claimed to ‘never [have] found a clear spot in the ocean’/there was plastic ‘as far as the eye could see’. (1) • White’s team found that <u>the vast majority/almost all of</u> these plastic bits were tiny/very small/that <u>90 % of</u> the plastic bits were less than 10 mm in diameter. (1) • It is (less of an island and) more of a <u>whirlpool</u> (filled with plastic confetti/tiny pieces of plastic). (1) 	3
2(f)(i)	According to paragraph 6, explain: <u>two</u> ways in which plastics can harm marine animals. Answer <u>in your own words.</u> Credit any two of the following points. <ul style="list-style-type: none"> • Plastics that are big in size can choke them/stop them breathing. (1) • Little pieces of plastic damage animals internally (1) by collecting in their stomachs. (1) • Plastic does not dissolve/the sea creatures cannot break it down (1) which (may eventually) cause(s)/lead(s) to death/kill(s) them. (1) 	2

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Question	Answer	Marks
2(f)(ii)	<p>why humans are now consuming fish and fowl containing many poisonous substances.</p> <p>Answer <u>in about 60 words</u>.</p> <p>Credit any six of the following points.</p> <ul style="list-style-type: none"> • The plastic waste is small, transparent (1) and floats in the water column (1) like plankton/ a vital food source (1) and so the fish/marine organisms eat it <u>in error/by mistake</u>. (1) • The plastic (can) contain(s) toxins/DDT and PCBs (1) and these chemicals do not break down (1) but build up in the fish's body fat. (1) • As these fish are eaten by larger animals/we work up the food chain (1), the toxin levels increase (dramatically). (1) • Humans are at the top of the food chain (1); humans <u>then/in turn/eventually</u> eat them/the fish/animals/toxins. (1) <p>Any relevant content above 60 words will not be credited.</p>	6
2(g)	<p>Describe how consumers can help solve the problem of the Great Pacific Garbage Patch.</p> <p>Answer <u>in your own words</u>.</p> <p>Credit any two of the following points.</p> <ul style="list-style-type: none"> • We need to <u>decrease</u> (dramatically) the amount of plastic we use/throw away. (1) • People <u>buying</u> goods should select items carefully/with the environment in mind (1) • and should <u>recycle</u>. (1) 	2
2(h)(i)	<p>State the meaning of the following <u>two</u> words or phrases as they are used in the material. You may write in one word or a short phrase.</p> <ul style="list-style-type: none"> • 'flimsy' (line 6) - light / thin / insubstantial / frail/ not sturdy/ easily breakable (1) • 'to debunk' (line 33) - <u>to</u> disprove / <u>to</u> ridicule / <u>to</u> disparage / <u>to</u> mock / <u>to</u> cut down to size / <u>to</u> undermine/ <u>to</u> discredit. (1) 	2

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Question	Answer	Marks
2(h)(ii)	<p>Use these words or phrases in <u>two</u> separate sentences to illustrate their meanings as used in the material. Your sentence should not deal with the subject matter of the material.</p> <ul style="list-style-type: none">• The construction of the house was so flimsy it was quickly destroyed when the hurricane arrived.• To debunk the all-conquering reputation of the local football team, the opposing team adopted new tactics.	2